



English



2025/2026

Term 1

Primary

2

Date				
Period				
Class				

Unit (1) : Let's Get Started

Lesson 1: Classroom Greetings

SB Pages: 6 – 7

☐ **Objectives:** By the end of this lesson, the students will be able to :

- 1- Use simple greetings: Hello – Good morning – Goodbye
2. Ask and answer about names: What's your name? My name is....
3. Identify classroom objects: chair – desk – teacher – student.

☐ **Materials**

- ☒ Student book ☒ Real objects ☒ The board ☒ Flash cards
☒ Teacher's guide

☐ Life Skills : Respect for teacher and classmates

☐ Values: Politeness when greeting others

☐ Skills : Listening, Speaking, Reading, Writing

☐ **Lesson Procedures**

Time: minutes

☐ Review: Teacher greets class: "Hello! Good morning"!

☐ Warm-up: Role-play greetings.

☐ **Presentation**

Time: minutes

Vocabulary: Hello– Goodbye– Teacher– Student– Chair– Desk.

Language Structure: *Hello, I'm Ali. What's your name?*

Good morning, Ms. Amira.

Phonics: Short vowel sounds: /a/ in *cat – bag*, /e/ in *pen – desk*, /i/ in *sit – pin*.

☐ **Practice & production**

Time: minutes

Listening & Speaking (Ex.1–2)

Reading (Ex.3–4): Fill missing letters: s... (*student*), c... (*chair*), t... (*teacher*), H... (*Hello*), d... (*desk*).

Writing (Ex.5): Complete with words in the box:

☐ Assessment: Match words with pictures (chair – desk – teacher – student).

☐ Evaluation: Students role-play greetings in pairs.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (1): Let's Get Started

Lesson 2: Around the Classroom

SB Pages: 8–10

☐ Objectives: By the end of this lesson, the students will be able to :

- 1- Identify and name common classroom objects.
- 2- Use simple sentences to describe classroom objects (*This is a ...*).
- 3- Recognize, trace, and write words with the short vowel sound **al** (cat, hat, fan, man, map, cap).

☐ Materials

☒ Student book ☒ Story flash cards ☒ Teacher's guide ☒ Realia

☐ Life Skills : Observation – Cooperation – Confidence building.

☐ Values: Respect for learning tools – Taking care of school property.

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures

Time: minutes

☐ Review: Revise Lesson 1 greetings (*Hello – Goodbye – What's your name?*).

☐ Warm-up: Show a pen and say: *This is a pen.*

☐ Presentation

Time: minutes

Vocabulary: desk – board – chair – window – door – pen – book – notebook – bag.

Phonics Focus (Short “a” sound): Listen & repeat: *cat – hat – fan – man – map – cap.*

Language Function: *This is a desk. That is a chair.*

☐ Practice & production

Time: minutes

Game (Write, Pick & Stick). Reading & Matching (Ex.3). Circle the correct word (Ex.4). Sentence Reordering (Ex.5).

☐ Assessment

Oral: Teacher asks “*What is this?*” → student answers with a full sentence.

Written: Match & circle exercises checked.

☐ Closing: we will take Classroom Instructions tomorrow.

☐ Evaluation: Pair role-play: one student picks an object word and the other finds it in class.

☐ Weakness Points Using is/are vs do/does in facts.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
🔗 Subject Teacher	🔗 Senior Teacher	🔗 Supervisor	🔗 Manager		

Date				
Period				
Class				

Unit (1): Let's Get Started

Lesson 3: Our Classroom Objects SB Pages: 11–13

☐ Objectives: By the end of this lesson, the students will be able to :

- 1- Identify and name classroom objects.
- 2- Ask and answer questions using “*What is this? – This is a ...*”.
- 3- Recognize and practice short vowel sounds /a/ and /i/ in familiar words.

☐ Materials

☒ Student book ☒ Flash cards ☒ Teacher's guide ☒ Pictures of routines

☐ Life Skills: Observation – Communication – Participation

☐ Values: Respect for classroom rules – Caring for school property

☐ Skills: Listening, Speaking, Reading, Writing

☐ Lesson Procedures Time: minutes

☐ Review

Revise Lesson 2 vocabulary (*desk – chair – book – notebook – bag*).

☐ Warm-up

Teacher points at the classroom objects (door, window, board, bag) and asks: *What is this?*

☐ Presentation Time: minutes

Vocabulary: *board – pencil case – window – ruler – bag – door – eraser*.

Language Function (Ex.2): *What is this? – This is a ...*

Phonics Focus: Short “a” & “i” sounds → *pen – ten – hen – zip – fig – bin*.

☐ Practice & production Time: minutes

Choose & Write (Ex.3). Speaking Activity.Reorder the letters (Ex.5).
Phonics Fill (Ex.7).

☐ Assessment

Written: Check sentence reorder & phonics fill exercise.

☐ Closing: Homework – 4-sentence paragraph: “Life in my village/city”.

☐ Evaluation

Pair activity: One student asks “*What is this?*” – the other answers.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (1): Let's Get Started

Lesson: 4 – Let's Write Together!

SB Pages: 14–17

☐ Objectives: By the end of this lesson, the students will be able to :

1- Name and describe colors (*red – blue – green – orange*) and shapes (*circle – square – triangle*).

2- Use simple sentences to identify colors and shapes (e.g., *This is a red circle.*).

3- Ask and answer simple questions: *What color is this? / What shape is this?*

☐ Materials: ☒ Student book ☒ Flash cards ☒ Audio CD

☒ Teacher's guide ☒ Realia ☒ The board

☐ Life Skills: Observation – Critical thinking – Visual learning

☐ Values: Accuracy – Appreciation of colors and shapes in daily life

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures Time: minutes

☐ Review: Revise greetings and classroom objects from Unit 1.

☐ Warm-up: Teacher shows a red circle flashcard.

☐ Presentation Time: minutes

Vocabulary: *red, blue, green, orange, circle, square, triangle*

Sentence Structure: *This is a red circle. This is an orange triangle.*

☐ Practice & production Time: minutes

Speaking Practice:

Reading (Ex.3–5). Listening (Ex.6–7).

☐ Assessment: Match shapes to colors on the board.

☐ Closing

Tomorrow, we will talk about Shapes and Colors Around Us.

☐ Evaluation : Students show their colored drawings and describe:
This is a blue triangle.

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (2): Colors, Shapes, and Numbers

Lesson 1: Colors and Shapes

SB Pages: 21–23

☐ Objectives: By the end of this lesson, the students will be able to :

- 1- Recognize and spell words for basic colors and shapes.
- 2- Identify and pronounce short vowel sounds *o* and *u* in simple words (*dog, sun, cup, box, bun, fox*).
- 3- Ask and answer questions about colors and shapes.

☐ Materials

☒ Student book ☒ Flash cards ☒ Board ☒ Teacher's guide

☐ Life Skills: Visual discrimination – Correct spelling – Attention to detail

☐ Values: Creativity – Orderliness – Following rules

☐ Skills: Listening, speaking, reading, writing

☐ Lesson Procedures

Time: minutes

☐ Review: Revise Lesson 1 vocabulary: *red, blue, green, orange – circle, square, triangle*.

☐ Warm-up:

Teacher shows a blue object (e.g., pen or paper). Ask: *What color is this?*
→ Students: *It is blue*.

☐ Presentation

Time: minutes

Vocabulary: *blue – triangle – green – orange – circle – square*

Phonics Focus (Ex.2–5): Short vowel *o* and *u*:

Language Structure:

Sentence Pattern:

This is a blue ball. This is a green square.

☐ Practice & production

Time: minutes

Speaking Practice: Pair work. Reading & Writing (Ex.4–7). Creative Writing (Ex.8):

☐ Assessment

Oral Qs: Teacher shows flashcards → students identify (*This is a green triangle*).

☐ Closing: “Well done! Tomorrow we’ll take Numbers and Counting.”

☐ Evaluation:

☐ Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (2): Colors, Shapes, and Numbers

Lesson 3: Numbers and Counting

SB Pages: 24–26

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Count numbers 1–10 correctly in English.
- 2- Use *How many ...?* questions and answer with numbers.
- 3- Differentiate between singular and plural nouns (book → books, chair → chairs).

☐ Materials

☒ Student book ☒ Pictures ☒ Real objects (e.g. carpet, sugar cane photo)

☒ Teacher's guide ☒ Board

☐ Life Skills: Numeracy – Communication – Observing details

☐ Values: Cooperation – Helping each other – Sharing resources

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures

Time: minutes

☐ Review: Revise colors and shapes from Lesson 2 (*red circle, green square, blue triangle*).

☐ Warm-up

Teacher shows 3 pencils and asks: *How many pencils are there?*

☐ Presentation

Time: minutes

Vocabulary: Numbers 1–10: *one, two, three, four, five, six, seven, eight, nine, ten*.

Language Structure: Singular: *one book, one ruler*. Plural: add –s (*two books, three pens*).

Structure: *I have one pencil. / I have two pencils*. Question form: *How many ... are there?* → *There are three bags*.

☐ Practice & Production

Time: minutes

Listening & Speaking (Ex.3–4).

Reading & Writing (Ex.5–7).

☐ Assessment : Group work: Count real classroom items.

☐ Closing

Next lesson: we'll Count Together."

☐ Evaluation

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager

Date				
Period				
Class				

Unit (2): Colors, Shapes, and Numbers

Lesson: 4 – Let's Count Together

SB Pages: 36 - 37

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Count numbers from 1–10 and by 10s up to 100.
- 2- Use *How many...?* questions and answers in full sentences.
- 3- Recognize and spell number words (*one, two, three...*).

☐ Materials

☒ Student book ☒ Chart paper ☒ Markers

☒ Teacher's guide ☒ Word cards ☒ Flashcards

☐ Life Skills: Problem-solving – Critical thinking – Communication

☐ Values: Patience – Accuracy – Cooperation

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures

Time: minutes

☐ Review: Ask: Revise numbers 1–10 from Lesson 3.

☐ Warm-up: Play “Count the Classroom”:

☐ Presentation

Time: minutes

Vocabulary: *one, two, three, ten, twenty, thirty ... one hundred*

Phonics Focus (Ex.5–8)

Number Line (Ex.10–11)

☐ Practice & production

Time: minutes

Pair work. Complete exercises from book (Ex.1–11).

☐ Assessment

Oral: Quick-fire questions *How many pens are there?*

☒ Check use of vocabulary and accuracy.

☐ Closing: We will talk about Classroom Actions & Routines

☐ Evaluation: Self-Assessment Stars (p.30): Students tick what they can do.

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (3) : Classroom Actions & Routines

Lesson 1: Classroom Actions

SB Pages: 32–34

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Identify and use action verbs related to classroom routines.
- 2- Use Present Simple to describe classroom activities (*I read a book. I sit on the chair.*).
- 3- Ask and answer simple questions about classroom routines.

☐ Materials

☒ Student book ☒ Animal flash cards ☒ The board

☒ Teacher's guide ☒ Pictures of habitats

☐ Life Skills: Teamwork – Responsibility – Following instructions

☐ Values : Cooperation – Respect – Discipline in class

☐ Skills: Listening, speaking, reading, writing

☐ Lesson Procedures Time: minutes

☐ Review: Revise greetings and classroom objects.

☐ Warm-up : Play “Teacher says” (similar to Simon Says): Teacher gives action commands (*Sit! Stand! Read!*) → Students act.

☐ Presentation Time: minutes

Vocabulary: Teach action verbs: *read, write, clean, draw, sit, stand, play, color.*

Phonics Focus: Highlight initial consonant sounds: *r* in read, *w* in write, *c* in clean.

Language Structure: Present Simple sentences.

- *I read a book.* - *I write in my notebook.*

☐ Practice & production Time: minutes

- Reorder words into correct sentences (Ex.4)..

- Pair work Q&A:

A: *What do you do in class?* B: *I draw a picture / I read a book.*

☐ Assessment

Oral: Teacher shows a flashcard, students say the verb.

☐ Closing: “Tomorrow we’ll talk about animals in danger.”

☐ Evaluation: Students say 1–2 new actions they learned.

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager

Date				
Period				
Class				

Unit (3) : Classroom Actions & Routines

Lesson 2: Let's Talk about Class Routines

SB Pages: 35–38

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Recognize and perform classroom routine instructions.
- 2- Use Present Simple to talk about what they do in the classroom.
- 3- Reorder words to form correct classroom instructions.

☐ Materials

☒ Student book ☒ Posters of endangered animals

☒ Audio CD ☒ Teacher's guide ☒ Pictures ☒ Flashcards

☐ Life Skills: Following instructions – Classroom discipline – Respect

☐ Values : Cooperation – Politeness – Helping others

☐ Skills: Listening, reading, writing, speaking

☐ Lesson Procedures

Time: minutes

☐ Review: Revise verbs from previous lesson

☐ Warm-up : *What do you do in the classroom?*

☐ Presentation

Time: minutes

Vocabulary: Teach new actions: *stand up, sit down, open your book, close your book, raise your hand, write your name, draw a circle, clap.*

Language Structure:

Imperatives: *Stand up, please. / Open your book. / Raise your hand.*

☐ Practice & production

Time: minutes

- Speaking (Ex.2)

- Writing (Ex.3–4)

- Reading & Listening (Ex.5–6)

☐ Assessment: Fill in missing action words (Ex.3–4)

☐ Closing: Homework: Write 5 classroom instructions in your notebook .

☐ Evaluation: Students perform 3–4 instructions in front of class.

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
Subject Teacher	Senior Teacher	Supervisor	Manager

Date				
Period				
Class				

Unit (3): Classroom Actions & Routines

Lesson 3: All About Our Classroom

SB Pages: 39–40

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Read and understand simple sentences about classroom routines.
- 2- Identify and use classroom action verbs in context .
- 3- Label and match pictures with the correct classroom actions.
- 5- Use the simple present tense to describe classroom routines.

☐ Materials

☒ Student book ☒ Story flashcards

☒ Teacher's guide ☒ The board ☒ Pictures of lion, fox, cave

☐ Life Skills: Teamwork – Following instructions – Classroom discipline

☐ Values : Respect – Cooperation – Responsibility

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures

Time: minutes

☐ Review: Recall verbs from Lessons 1–2.

☐ Warm-up: *What do you do in the classroom?*

☐ Presentation

Time: minutes

Vocabulary : *read – write – draw – color – clean – play – sit – stand – raise – open – close – sing.*

Language Structure (Present Simple): *Hello! In class, I sit on my chair. I read my book. I write in my notebook. I draw a picture. I play with my friends. I clean my desk.*

☐ Practice & production

Time: minutes

- Labeling (Ex.2)
- Grammar Practice (Ex.4–5).
- Writing (Ex.6)

☐ Assessment: Ask pupils: “*What do you do in class?*”

☐ Closing: Homework: Write 5 sentences about your classroom activities

☐ Evaluation: Role-play: Students act out 3–4 classroom actions

☐ Weakness Points:

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Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (3): Classroom Actions & Routines

Lesson 4: Writing About Our Class

SB Pages: 42–43

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Trace and write action words correctly.
- 2- Complete simple sentences using classroom action verbs.
- 3- Reorder words to form correct sentences in the Present Simple tense.

☐ Materials

☒ Student book ☒ Historical photos ☒ Board

☒ Audio CD ☒ Teacher's guide ☒ Timeline poster

☐ Life Skills: Self-expression – Creativity – Following instructions

☐ Values: Responsibility – Respect for learning – Cooperation

☐ Skills: Reading – Writing – Speaking – Creativity

☐ Lesson Procedures Time: minutes

☐ Review: Quick revision of verbs: *read, write, play, draw, sit, stand, clean, sing.*

☐ Warm-up: What do you do in the classroom?

☐ Presentation Time: minutes

Vocabulary : Students trace the action words: *stand – sit – read – write – play – draw – clean – sing.*

Language Structure : Sentence Completion (Ex.2): Fill in the blanks using verbs: a) I **read** my book. b) I **play** with my friends.

☐ Practice & production Time: minutes

- Reordering (Ex.3): Students reorder words into sentences.

- Writing & Drawing (Ex.4): Students draw themselves doing an action in class.

☐ Assessment

Written: Sentence completion & reordering exercises.

☐ Closing: Next class: Review Units 1, 2, and 3.

☐ Evaluation Self-assessment checklist (p.43): ☐ I can say and write action words.

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (4): Everyday Life

Lesson 1: My Family

SB Pages: 50–52

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Identify and name family members correctly .
- 2- Use *my / your* in simple present tense sentences to describe family members.
- 3- Ask and answer questions about family members (*Who is this?*).

☐ Materials

☒ Student book ☒ Story cards ☒ Teacher's guide

☒ Character pictures ☒ Flash cards ☒ Audio CD

☐ Life Skills: Family bonding – Communication skills

☐ Values: Respect for family – Caring for others

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures Time: minutes

☐ Review: Teacher asks: *Who is in your family?*

☐ Warm-up: Students brainstorm family words they already know (dad, mom, etc.).

☐ Presentation Time: minutes

Vocabulary:

father / dad – mother / mom – sister – brother – grandmother – grandfather

Phonics focus: "th" sound in *this, that, mother, father*.

Language Structure Possessive ('s): *Ahmed has a car* → *It's Ahmed's car*.

☐ Practice & production Time: minutes

- Speaking Activities. Reading & Writing.

☐ Assessment

Matching/labeling family pictures.

☐ Closing: Next lesson: All About Home."

☐ Evaluation: Can they name family members?

☐ Weakness Points:

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager

Date				
Period				
Class				

Unit (4): Everyday Life

Lesson 2: All About Home

SB Pages: 53–56

☐ **Objectives:** By the end of this lesson, the students will be able to:

- 1- Identify and name family members and home-related words.
- 2- Use *This is my / This is your* in simple present tense sentences.
- 4- Recognize and use phonics sounds of long “o” and “u” (rose, nose, cube, glue).

☐ **Materials**

☒ SB ☒ Writing cards ☒ Teacher’s guide ☒ Word wall

☐ **Life Skills:** Family bonding – Home responsibility

☐ **Values:** Respect & care for family members

☐ **Skills:** Listening – Speaking – Reading – Writing

☐ **Lesson Procedures**

Time: minutes

☐ **Review:** Revise Lesson 1: Teacher points to a picture and asks: *Who is this?*

☐ **Warm-up:** Students answer: *This is my mother / father ...*

☐ **Presentation**

Time: minutes

Vocabulary: father – mother – sister – brother – grandmother – grandfather – bed

Phonics Focus (p.55–56): Long “o” → rose, nose

Long “u” → cube, glue

☐ **Practice & production**

Time: minutes

- Speaking Activities. Practice *my / your*:

- Reading & Writing:

☐ **Assessment**

Oral Q&A: *Who is this?*

☐ **Closing**

“You are amazing writers! Next time: My life at Home!”

☐ **Evaluation**

☐ **Weakness Points:**

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (4): Everyday Life

Lesson 3: My Life at Home

SB Pages: 57 : 59

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Identify and use daily routine verbs.
- 2- Use the Present Simple correctly in short sentences.
- 3- Use time expressions (*in the morning, at night, after school*).

☐ Materials

☒ Student book ☒ Real objects (money, food cards)

☒ Audio CD ☒ Teacher's guide ☒ Board ☒ Flashcards

☐ Life Skills: Building healthy habits – Time management

☐ Values: Responsibility in daily life

☐ Skills: Listening, speaking, reading, writing

☐ Lesson Procedures

Time: minutes

☐ Review: *Who is this?* (family words from Lesson 2).

☐ Warm-up : What is he doing?

☐ Presentation

Time: minutes

Vocabulary: wake up – eat – brush – sleep – read – play – walk – wash.

Phonics Focus: Digraph “ th” sound.

Language in Use – Present Simple

☐ Practice & production

Time: minutes

Speaking Activities. Reading & Writing. Controlled Practice

☐ Assessment :Teacher asks: *What do you do at night?*

☐ Closing : Next time we will talk about Me and My Family.

☐ Evaluation

☐ Weakness Points:.....
.....

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager

Date				
Period				
Class				

Unit (4): Everyday Life

Lesson 4 – Me and My Family

SB Pages: 60 : 63

☐ Objectives: By the end of this lesson, the students will be able to:

- 1- Identify and pronounce the “th” sound in words (thin, teeth, thumb, math, thick, thunder).
- 2- Differentiate between words with and without “th” sounds.
- 3- Reorder letters and complete missing letters in words correctly.

☐ Materials

- ☒ Student book ☒ Market scene poster ☒ CD ☒ Flashcards
☒ Teacher's guide ☒ Word cards

☐ Life Skills: Clear communication – Correct pronunciation

☐ Values: Confidence in speaking

☐ Skills: Listening, reading, speaking, writing

☐ Lesson Procedures

Time: minutes

☐ Review: Teacher writes two words: *mat* and *math*, asks students to listen and say the difference.

☐ Warm-up: Teacher writes two words: *mat* and *math*, asks students to listen and say the difference.

☐ Presentation

Time: minutes

Vocabulary: thin – thick – thumb - thunder - math – teeth – loud

Language focus: making sentences correctly.

☐ Practice & production

Time: minutes

- Reorder the words to make correct sentences
- Draw 1 daily activity. Write one sentence under your drawing.

☐ Assessment

Students make sentences using the superlative adjectives.

☐ Closing : Next time will talk about a story.

☐ Evaluation

☐ Weakness Points:.....

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (5) : My Home

Lesson: 1– Inside My Home

SB Pages: 65 : 68

☐ Objectives: By the end of this lesson, the students will be able to:

1. Identify and name rooms and furniture in the house.
2. Use *there is / there are* to describe items at home.
3. Recognise and use prepositions of place (*on, under, next to*).

☐ Materials

☒ Student book ☒ CD ☒ Story cards ☒ Teacher's guide

☐ Life Skills: Observation and description skills

☐ Values: Independence in learning about the home

☐ Skills: Responsibility in keeping the home neat.

☐ Lesson Procedures Time: minutes

☐ Review: What rooms do you have in your home?

☐ Warm-up

Game: Teacher points to objects in class and asks "Where is the ...?"

☐ Presentation Time: minutes

Vocabulary: table – chair – bed – door – window – lamp – cup – plate

Language Structure : *There is / There are* sentences.

Prepositions of place: *on – under – next to*.

☐ Practice & production Time: minutes

- Listen, repeat, and practice target vocabulary.
- Complete sentences using prepositions of place.
- Practice question & answer in pairs: A: Where is the lamp?

☐ Assessment

Where is the bed? Where is the chair?

☐ Closing

Next lesson, we will continue describing our homes.

☐ Evaluation

☐ Weakness Points:.....
.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor	✍ Manager		

Date				
Period				
Class				

Unit (5): My Home	
Lesson: 2– What's in My Home	SB Page: 69 – 70
☐ Objectives: By the end of this lesson, the students will be able to:	
1. Read and recognize vocabulary for rooms and furniture.	
2. Label pictures of rooms and objects correctly.	
3. Reorder words to form correct sentences.	
☐ Materials	
☒ Student book ☒ Word wall ☒ Teacher's guide ☒ Board	
☐ Life Skills: Observation skills	
☐ Values: Responsibility at home	
☐ Skills: Reading – Writing – Speaking	
☐ Lesson Procedures	Time: minutes
☐ Review: Revise Lesson 1 vocabulary (table, chair, bed, lamp, window).	
☐ Warm-up: What can you see?	
☐ Presentation – Writing Support	Time: minutes
<u>Vocabulary</u> : table – chair – bed – window – lamp – desk – living room – kitchen – bathroom – bedroom – door	
<u>Grammar</u> : Sentence structure: <i>The bed is in the bedroom.</i> <i>There are flowers in the garden.</i>	
☐ Practice & production	Time: minutes
- Activity 1 : Pupils label objects in a picture of a room.	
- Activity 2 : Reorder words to make sentences.	
☐ Assessment	
Pupils read their sentences aloud.	
☐ Closing: “Excellent writing! Next class: My Favorite Room ”	
☐ Evaluation	
☐ Weakness Points:	
.....	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (5) : My Home

Lesson: 3 – My Favorite Room

Page: 71 – 73

☐ Objectives: By the end of this lesson, the students will be able:

1. Write simple sentences about their home using *there is / there are*.
2. Use prepositions of place (*in, on, next to*) correctly in context.
3. Identify and label objects in a room.

☐ Materials

☒ Student book ☒ Poster paper ☒ Photos or drawings

☒ Teacher's guide ☒ Markers and crayons

☐ Life Skills: Observation and description skills

☐ Values: Creativity and self-expression

☐ Skills: Responsibility and independence at home

☐ Lesson Procedures

Time: minutes

☐ Review: What is in your bedroom?

☐ Presentation – Poster Structure

Time: minutes

Vocabulary: lamp – desk – chair – bed – table – window

Phonics: “th” words → mother, father, brother, this, that.

Structure: *There is ... in my room. The lamp is on the table.*

☐ Practice & production

Time: minutes

- Pupils write two sentences about their home using the given words.

- Write one sentence about their favorite room and draw a picture. Match words to pictures.

☐ Assessment

Pupils read their sentences aloud.

☐ Closing: “You’re creative! Well done, everyone!”

☐ Evaluation

☐ Weakness Points:
.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (5) : My Home

Lesson: 4 – Actions At Home

Page: 74 – 81

☐ **Objectives:** By the end of this lesson, the students will be able:

1. Identify and use common action words .
2. Ask and answer questions about household activities..
3. Ask and answer questions about household activities.

☐ **Materials**

- ☒ Student book ☒ Printed character cards
☒ Teacher's guide ☒ Audio Recording ☒ visual Aids

☐ **Life Skills:** Responsibility at home

☐ **Values:** Teamwork and cooperation with family

☐ **Skills:** Listening – Speaking – Reading – Writing

☐ **Lesson Procedures** Time: minutes

☐ **Review:** What is in your room?

☐ **Warm-up:** Pupils guess the verb.

☐ **Presentation** Time: minutes

Vocabulary: cook – clean – eat – sleep – watch – read – wash – sit – help

Phonics focus: “sh” sound → sheep, ship, shop, fish, dish, brush.

Language Structure: “My family cooks dinner.”

☐ **Practice & production** Time: minutes

- Pupils listen and repeat vocabulary.
- Complete sentences with correct action words.
- Reorder scrambled letters into words (*cook, help, watch*).
- Write one sentence about what they and their family do at home.

☐ **Assessment :** Do the exercise on the SB about the story.

☐ **Closing:** Next class, we'll go on to complete the final part.

☐ **Evaluation**

☐ **Weakness Points:**

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (6): Rooms at Home

Lesson : 1 - My Home

SB Pages : 83 : 85

☐ Objectives: By the end of this lesson, the students will be able:

1. Identify and name different rooms at home.
2. Use simple sentences to describe rooms and their functions..
3. Answer and ask simple questions about rooms in the home.

☐ Materials

☒ Student book ☒ Printed character cards ☒ visual Aids

☒ Audio Recording ☒ Teacher's guide

☐ Life Skills: Observation and description skills

☐ Values: Home and family awareness

☐ Skills: Listening – Speaking – Reading – Writing.

☐ Lesson Procedures

Time: minutes

☐ Review: What do you do at home?

☐ Warm-up :What can you see?

☐ Presentation

Time: minutes

Vocabulary:

kitchen – living room – bedroom – bathroom – dining room – garden – hall – balcony

Phonics focus: “ch” sound (kitchen, chair, child, chicken).

Language Structure: This is the kitchen. We cook in the kitchen..

☐ Practice & production

Time: minutes

☐ Assessment: Oral questions: “Where do you sleep? Where do you eat?”

☐ Closing: “Excellent ! Tomorrow we will revise the previous lessons.”

☐ Evaluation

☐ Weakness Points:
.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (6): Rooms at Home

Lesson 2: Let's Talk About Our Home!

SB Pages: 86–87

☐ **Objectives:** By the end of this lesson, the students will be able :

- 1- Identify and name rooms in the house.
- 2- Use Present Simple sentences to describe actions in each room.
- 3- Ask and answer questions about places and activities at home..

☐ **Materials**

- ☒ Student book ☒ Real objects ☒ The board ☒ Flash cards
☒ Teacher's guide

☐ **Life Skills :** Communication – Describing everyday environment

☐ **Values:** Respecting and appreciating family life

☐ **Skills :** Listening, Speaking, Reading, Writing

☐ **Lesson Procedures**

Time: minutes

☐ **Review:** Teacher shows a flashcard of a *kitchen* and asks.

☐ **Warm-up:** Repeat with bedroom, living room, etc.

☐ **Presentation**

Time: minutes

Vocabulary & Sentences (Listening + Repetition) *I sleep in my bedroom at night. We cook dinner in the kitchen. I brush my teeth in the bathroom. We watch TV in the living room.* (Ex. 1 – Listen, repeat, and number)

☐ **Practice & production**

Time: minutes

- Listen and match rooms with actions (Ex. 2).
- Pair Work – Ask & Answer (Ex. 3).
- Students draw a simple house with rooms and label each one.

☐ **Assessment:**

-Where do you cook?

-Students answer in complete sentences.

☐ **Evaluation:** Students role-play sentences in pairs.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager	

Date				
Period				
Class				

Unit (6): Rooms at Home

Lesson: 3 – Where Things Are in My House! Page: 88– 89

☐ Objectives: By the end of this lesson, the students will be able:

- 1- Use **There is / There are** to describe rooms and things in the house.
- 2- Use **prepositions of place** (*in – on – next to*) correctly.
- 3- Read and complete simple sentences about rooms and furniture.

☐ Materials

☒ Student book ☒ Printed character cards

☒ Teacher's guide ☒ Audio Recording ☒ visual Aids

☐ Life Skills: Observation – Describing the environment clearly

☐ Values: Organization and appreciation of home spaces

☐ Skills: Listening – Speaking – Reading – Writing

☐ Lesson Procedures

Time: minutes

☐ Review: *What is in the bedroom? → Ss: There is a bed.*

☐ Warm-up: Pupils guess the verb.

☐ Presentation

Time: minutes

Language in Use *There is a kitchen in my house. There are three bedrooms. The table is in the dining room. The table is in the dining room.*

☐ Phonics Focus: "ch" sound: *lunch – beach – cheese – chicken – chin*

☐ Practice & production

Time: minutes

- Reading & Completing (Ex. 1)

- Grammar Choice (Ex. 2) – Choose the correct form:

☐ Assessment : Teacher asks: *Is there a bed in your bedroom?*

☐ Closing: Next class, we'll go on to complete the final part.

☐ Evaluation

☐ Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (6): Rooms at Home

Lesson: 4-I Can Read and Write About My Home! 📖 SB Pages : 90 : 92

☐ Objectives: By the end of this lesson, the students will be able:

- 1- Recognize and name different **rooms in the house** .
- 2- Write simple sentences to describe rooms.
- 3- Write about daily activities in each room.

☐ Materials

☒ Student book ☒ Printed character cards ☒ visual Aids

☒ Audio Recording ☒ Teacher's guide

☐ Life Skills: Self-expression – Describing personal space

☐ Values: Caring for one's home

☐ Skills: Reading – Writing – Speaking

☐ Lesson Procedures

Time: minutes

☐ Review: Teacher shows a picture of a house and asks: *What can you see?*

☐ Warm-up :What can you see?

☐ Presentation

Time: minutes

Vocabulary:

kitchen – bedroom – hall – dining room – living room – bathroom – balcony – garden Phonics focus: “ch” sound (kitchen, chair, child, chicken).

☐ Practice & production

Time: minutes

-Look and Write (Ex. 2). Read and Complete (Ex. 3)

☐ Assessment: Oral: Teacher asks *Where do you eat?* → Ss: *I eat in the kitchen.*

☐ Closing: “Excellent ! Tomorrow we will revise the previous lessons.”

☐ Evaluation

☐ Weakness Points:
.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
📝 Subject Teacher	📝 Senior Teacher	📝 Supervisor		📝 Manager	

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

..... ✎ SB Pages :	
☐ Objectives: By the end of this lesson, the students will be able:	
1. 2. 3.	
☐ Materials	
☒ Student book ☒ Printed character cards ☒ visual Aids	
☒ Audio Recording ☒ Teacher's guide	
☐ Life Skills:	
☐ Values:	
☐ Skills:	
☐ Lesson Procedures	Time: minutes
☐ Review:	
☐ Warm-up :	
☐ Presentation	Time: minutes
<u>Vocabulary:</u>	
Language Structure:	
☐ Practice & production	Time: minutes
.....	
☐ Assessment:	
☐ Closing:	
☐ Evaluation	
☐ Weakness Points:	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		